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ABSTRACT

Written in outline form to provide basic information to student teachers about the University of Utah's Child and Family Development Center preschool program, this manual describes a model preschool program based on creative thinking skills. Included are: a description of the program's creative philosophy which also contains a list of blocks to creativity; requirements for student teachers and curriculum; a list of components of creativity; categories of creative talent; suggestions for lesson plans; suggested materials for creative activities in the preschool; tips for excursions; guidelines for conducting home visits and involving parents; basic guidance techniques; a list of limits for children; a statement of preschool policy for student teachers; an outline of safety procedures, and suggestions for avoiding common problems in student teaching. Appended are a teacher competency rating form; a statement of policy on group composition and scheduling; a child and family background information form; a creativity form for children; a parent involvement survey form; a field trip permission form, an accident report form, a statement of policy regulating visitors wishing to observe the program; observation authorization forms; research policy information for parents; and a contract establishing the responsibilities of teachers, parents, and researchers involved in the preschool program. (RH)

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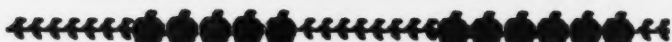
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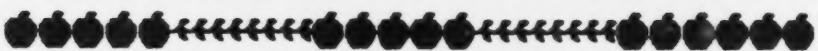
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CHILD AND FAMILY DEVELOPMENT CENTER



STUDENT TEACHER MANUAL

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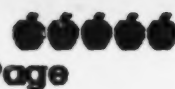
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INTRODUCTION



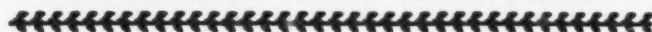
¶¶This manual was developed to provide basic information about the preschool program to student teachers. It has been written in an outline form to highlight and review information you have received in other classes (e.g., guidance, parent education, planning). We have also included information on the model preschool program based on creative thinking skills we are in the process of developing.

¶¶We believe that the teaching profession is one in which creativity is an essential component. In other words, to be a good teacher you have to be creative. The student teaching experience should be one in which you can experiment with your creative ideas. Try things, explore which activities work and which don't. It is much more important to us that you are willing to take those risks than to just plan something because you've done it before, it worked and it's easy.

¶¶We also hope you gain from this experience ways to initiate and implement creative activities in your future teaching. The essential component to the teaching process is to nurture the innate learning desire in children. We want children to have fun learning and for you to enjoy teaching.



"It is nothing short of a miracle that the modern methods of instruction have not yet entirely strangled the holy curiosity of inquiry; for this delicate plant, aside from stimulation stands in need of freedom; without this it goes to wreck and ruin without fail" — ALBERT EINSTEIN



44Available in the preschool office are lesson plans developed by previous student teachers and other resource information. Spend time looking through these materials. Discuss your ideas with your supervising teacher. You don't have to develop activities that have never been done before, but change the ideas in these lesson plans to reflect your own teaching style.

44Go through every cabinet in the preschool to find out what materials are available for your use in developing your teaching plans. In this manual you will find information on available materials, as well suggestions for activities, excursions, and planning. Be sure to review the guidelines, limits, and suggestions presented in the following pages.

44Just some other important information:

44 A.M. teachers meet from 8:00 - 12:00

44 P.M. teachers meet from 12:30 - 4:30

44Pre and post conferences are the half hours before the children arrive and after the children leave. This is a valuable time to discuss the day's activities and then to evaluate what happened.

44Try and learn names of the children and teachers. Everyone responds better to the sound of their name. Smile! 44444444 Introduce yourself to individual children (don't let them get away with calling you "teacher"!). Talk to them about their families, favorite activities, books, etc., it will make them feel more at ease and hopefully you will too. Don't hesitate to let a child sit in your lap or to put your arm around a child, but respect the child who doesn't like it.

44Please note the evaluation form in the appendix. These are the areas in which you will be evaluated. A midterm and a final evaluation conference will be planned with your supervising teacher.

4444 HAVE A GREAT TIME AND ENJOY YOUR EXPERIENCE! 4444

Cheryl Wright, Ph.D. - Director
Child & Family Development Center

CREATIVE PHILOSOPHY



THE CHALK DOT

An English teacher put a chalk dot like the one below on the black board.

He asked his high school class what it was. A few seconds passed and someone said, "A chalk dot."

The rest of the class seemed relieved the obvious had been stated, and no one else said anything.

He asked the same question to a group of kindergartners, their responses were, "owl's eye, star, top of a pole, pebble, a squashed bug, rotten egg, and on and on."

What happens in this ten year period that we lose so much of our imaginative powers?

As Neil Postman, a noted educator remarked:
"Children enter schools as question marks and leave as periods."



One of the main objectives of the following program is to educate the future teachers of our children to the importance of creativity in the classroom.

A MODEL PRESCHOOL PROGRAM BASED ON CREATIVE THINKING SKILLS

The Family and Consumer Studies - Child and Family Development Center emphasizes the creative ability inherent in all children. The basic premise is that each child is creative and talented in some area(s). The objective of this program is to explore the areas in which a child shows potential or great interest. This goal is achieved by providing preschool children with an enriched environment filled with creative learning experiences.

WHAT IS CREATIVITY?

Many people think creativity is limited to the arts, but creative thinking skills include the following components:

FLUENCY: the ability to produce numerous ideas, words, symbols, relationships (e.g., list pink things that are fun)

FLEXIBILITY: the ability to change the mode of a response (e.g., list all the ways to use gum wrappers)

ELABORATION: the ability to expand on ideas (e.g., what if oranges had faucets)

SENSITIVITY: the ability to sense solutions and problems (ex. you don't have a paint brush but you have paint)

ORIGINALITY: the ability to create unique, clever responses (e.g., using stockings to make a headband)

◄◄ ECOLOGICAL PHILOSOPHY ◄◄ OF CREATIVITY

◄ Children are products of their relationships with their physical and social environments. At the focal point of this philosophy is the **FAMILY** - a major influence on the development of creativity. Children live and learn through exploration and interaction with the environment. Through their environment children learn to conceptually shape their world.

Consistent with this theoretical approach, we provide children with creative learning experiences in a physical environment tailored to the needs of young children. In addition, with families as the focus of this theory of creative development, we provide parents with information to further implement these concepts in the home environment.

WHY IS CREATIVITY IMPORTANT?

EDUCATIONAL ACHIEVEMENT: Creativity is at the heart of achievement. It is vital to the acquisition of knowledge. Traditional subjects (reading, writing, etc.) can be taught through creative thinking and in a creative way.

MOTIVATION: Research shows that the long term gains of preschool are in non-cognitive areas, such as attitudes and motivation for learning. A creative learning environment instills those qualities in children because learning becomes fun (a powerful motivator).

ADAPTATION: In our ever changing world, we have to provide children with the skills to adapt to new situations. Who knows what the 21st century will hold for our children. Through problem solving and solution finding children will be better prepared to adjust to the changes the future will bring.

LIFESTYLE: Creative skills can help an individual succeed in a variety of lifestyles and occupations. Research indicates that creative individuals tend to be more successful in their careers than less creative people.

ACCEPTANCE OF SELF AND OTHERS: Creativity can enhance our efforts to accept one another for what we are (even when the things we do well & the things we don't do so well are different). This philosophy promotes tolerance of others especially those who are different from ourselves.

All children possess a certain amount of creative ability which can be developed. From the best research evidence available, creative imagination seems to peak during the preschool years. Therefore, it is essential at this point in development to nurture and encourage these creative abilities and talents.

CATEGORIES OF CREATIVE TALENT

All children are talented. Creative thinking skills can enhance their abilities in any of the following categories of creative talent.

LANGUAGE ABILITY: Some individuals have a talent for language, in written or verbal abilities. Creative talent in language is developed through literature, poetry, stories and conversation.

MUSICAL-RHYTHMIC ABILITY: These talents are expressed in young children through creative dance and an exposure to a wide variety of musical activities and instruments.

INTELLECTUAL ABILITY: These abilities are most naturally associated with learning and the school environment. All the creative components (fluency, flexibility, etc.) broaden a child's intellectual abilities.

SPATIAL AND DESIGN ABILITY: Engineers, architects, fashion designers are examples of types of individuals high in structural, design abilities. Many of the play activities of young children, block building for example can be used to develop this creative talent category.

BODY-COORDINATION ABILITY: People who use intellectual abilities in mind-body coordination are athletically talented. Large muscle activities are used to help children develop their natural talents in this area.

ARTISTIC ABILITY: The artistic child displays creative talent through different media. Exposing children to a variety of creative art experiences develops these abilities.

PERSONAL-LEADERSHIP ABILITY: Some children have unusual abilities in perceiving the views and emotions of others. This talent can be enhanced by providing children with creative social interactions and opportunities to problem solve.

******* BLOCKS TO CREATIVITY *******

Creativity, although universal in children is practically nonexistent in adults, why? It is important to mention common blocks to the creative process that our program's philosophy is designed to help families recognize.

THE RIGHT ANSWER: Too often learning experiences for children are directed at right answers. If children expect a right answer, they will stop looking as soon as they find it. We provide children with opportunities to create many solutions and answers to everyday situations

THAT'S NOT LOGICAL: We often believe that logical, intellectual skills are superior skills. Our program emphasizes that creative abilities in other areas are just as important. And that a child that shows potential in the arts, dance, or personal interaction is just as gifted as a child with advanced intellectual abilities.

TO ERR IS WRONG: We learn very early in life not to put ourselves in situations where we might fail. It is our program's philosophy that some of the best learning experiences come from mistakes. Errors help children to think about things differently and to try new things.

PLAY IS FRIVOLOUS: Many individuals question a learning environment that includes a lot of play. Our program views play as a nonthreatening, non-competitive, and a very vital component to the curriculum. It provides opportunities for children to explore their world in a very natural way.

I'M NOT CREATIVE: This belief is a self-fulfilling prophecy. Research shows that one of the biggest differences between creative and less creative individuals, is that creative people think they are creative. In our program we believe that all children are creative and talented. We provide them with opportunities and experiences to exhibit their different gifts.

We view all young children in their formative years as gifted, creative, and talented young people with great potential. Underlying all these gifts and talents are the creative thinking skills emphasized in this program.

TEACHING YOUNG CHILDREN



THE CLASSIC STORY

Several years ago, a teacher in New York was told that she had a class of gifted children, when in fact it was an ordinary class. As a result, she went out of her way to develop her students. She spent more time preparing her lessons and staying after class to give them ideas. The class responded in a positive way and scored higher than the average on the same tests that had previously classified them as average.



BECAUSE THEY WERE TREATED AS GIFTED THEY PERFORMED
AS GIFTED CHILDREN



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REQUIREMENTS - STUDENT-TEACHERS (FCS 519)

- 1) a minimum of two weeks head teaching
 - one week solo teaching
 - one week team-teaching with a teacher in another class
 - option of team-teaching with a teacher in the same group
- 2) weekly journals - teachers should record their experiences in a notebook reflecting on their successes, frustrations, challenges, and expectations of this teaching experience.
- 3) parent letters - a minimum of two, that include events for the week, sharing the creative endeavors of the children & activities for the home and family.
- 4) assessment - to take on the responsibility of collecting anecdotes, works of creativity, humor, etc. to compile in a designated number of children's portfolios.
- 5) parent-teacher conferences - to observe the supervising teacher doing a conference, and to plan and give a specified number of conferences based on the information collected in the portfolios.
- 6) home visit - to arrange and visit one child in the program in his/her home.
- 7) evaluation - to advise and help other students with planning their activities, and to participate in evaluating other students involved in the program.
- 8) family involvement - to participate in the planning and implementing of a family social or a parent education meeting.

●● These requirements were developed with a specified number of student teachers in mind. Adjustments in these requirements will be made if fewer than two or more than two student teachers are in a class.

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REQUIREMENTS - CURRICULUM



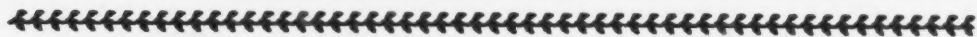
The following should be included in a week's plan:

●● At least one activity in these talent areas:

LANGUAGE
MUSICAL - RHYTHMIC
INTELLECTUAL
SPATIAL - DESIGN
BODY - COORDINATION
ARTISTIC
PERSONAL - LEADERSHIP

●● At least one activity in these areas of creativity:

FLUENCY
FLEXIBILITY
ELABORATION
ORIGINALITY
SENSITIVITY



The following experiences should be incorporated into
your planning at some time during the quarter:

●● An off-campus excursion (for one class of children).

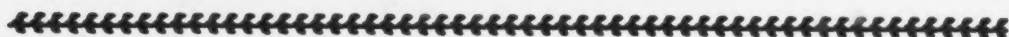
●● A special visitor.

●● A cooking experience.

●● A science experience.

●● A dramatic art experience.

●● A creative storytelling experience (no book)..



COMPONENTS OF CREATIVITY

~~~~~ FLUENCY ~~~~~

The ability to produce numerous ideas,
words, symbols and relationships:

Make a list of:

pink things that are fun
dairy products
sticky things to eat
animals that climb trees
cartoon characters

Imagine that you are going to visit MARS,
what would you take with you?
If you came to a river and there was no way
to get across, how might you cross?

Imagine that it is raining hard outside and you want to get to your friend's house
and you don't have an umbrella. How might you get there without getting wet?

~~~~~ FLEXIBILITY ~~~~~

ABILITY TO CHANGE MODE OF A RESPONSE

List all the ways:

to use chewing gum wrappers
to use a box
to use a soup can
you could ride the waves
you could be affected by a blizzard

How are baseballs and crayons alike?
How are you and E.T. alike or different?
How are Lucy and Charlie Brown alike?

As you ride along the streets and highways name all the letters in the shapes of
the structures you see.

~~~~~ ELABORATION ~~~~~

ABILITY TO EXPAND ON IDEAS

What if:

ice cream cones grew on trees
buildings could walk
fish could fly
oranges had built in faucets
cows lived in apartments

Illustrate:

it's raining cats and dogs
a frog in her throat
hit the road
he grew a foot
pick up your room

Tell how you might bake a cake or fix scrambled eggs without a pan.

ORIGINALITY
ABILITY TO CREATE UNIQUE, CLEVER RESPONSES

Invent an interesting way to
keep the following collections:

wishbones
leaves
pop tops
insects
cobwebs
string

Hobby boxes:

rock people: smooth and odd shaped
rocks, paints, brushes
collages, old magazines, catalogs
scissors, and glue

making up stories, art projects, cooking without a recipe, dancing, composing
simple songs, creating a different rhythm.

SENSITIVITY
ABILITY TO SENSE SOLUTIONS AND PROBLEMS

Find solutions for these problems:

someone is calling you names
you want to ride a trike that someone else is riding
your best friend tells you she doesn't like you anymore
you don't have a paint brush, but you have paint

Your friend's cat had kittens. Think of all the ways you can convince your
parents that you need a kitten.

Make up a story for a person who doesn't know you very well and share the story
with that person.

What color is having to share something you really didn't want to share?
What color is being alone and not wanting to be alone?

You are the new kid on the block, you see some children your age playing and you
want to join the group. What are some ways to do this?

NAVAJO SONG
**THERE IS A WAY OUT OF EVERY DARK MIST OVER A
RAINBOW TRAIL**

We should teach children to believe in themselves and
to nurture their own creative spirits.

CATEGORIES OF CREATIVE TALENT

♥♥♥ LANGUAGE ABILITY ♥♥♥

Talent for language either written or verbal

Activities: making up stories, reading, recording events

♫♫♫ MUSICAL - RHYTHMIC ABILITY ♫♫♫

Talent expressed through dance or musical capabilities

Activities: pop bottle music, instruments, band, creative dance

🍎🍎🍎 INTELLECTUAL ABILITY 🍎🍎🍎

Talent associated with recognition and memory

Activities: science, field trips, math, social studies

🧊🧊🧊 SPATIAL AND DESIGN ABILITY 🧊🧊🧊

Constructing and building talents

Activities: blocks, puzzles, costume design, legos, modeling clay

🏃🏃🏃 BODY - COORDINATION ABILITY 🏃🏃🏃

Talent in athletics

Activities: obstacle course, gymnastics, skipping, running

🎨🎨🎨 ARTISTIC ABILITY 🎨🎨🎨

Talent in creating different products with varied media

Activities: painting, drawing, water colors, crayons, collages

🗣️🗣️ PERSONAL - LEADERSHIP ABILITY 🗣️🗣️

Talent for perceiving emotions and views of others

Activities: cooperative games, plays, creative social interaction

LESSON PLAN SUGGESTIONS

- =====
- 44 Plan to submit a rough draft of your plan to the supervising teacher for review two weeks in advance.
 - 44 A final draft of your lesson plan and outline for parents should be turned into your supervisor the Thursday before you teach. With this timeline, copies can be made for Friday's planning meeting and 315 students. If you do not make this deadline you will be expected to make your own copies over the weekend.

===== WHEN DEVELOPING YOUR PLAN: =====

1. Determine some developmental needs, areas of creativity or talent, and choose an activity that would answer these needs.
2. Determine the following:
 - a. The main objective of the the activity - what do you want to happen?
 - b. The best location for the activity (e.g., table, floor, outside)?
 - c. Materials, equipment needed.
3. Think through:
 - a. How will you get the children interested?
 - b. How will you explain the activity to the children?
 - c. What are some questions you might ask them during the activity to stimulate their learning and creative thinking?
4. What limits will there be for the activity (e.g., how many chairs, how many children at a time, safety, aprons)?
5. Evaluate:
 - a. Did the children respond as you expected?
 - b. Was the plan accomplished?
 - c. What other learnings took place?
 - d. How would you do it differently next time?

===== IN ADDITION: =====

Have a balanced plan in terms of creative talent areas.
Plan for outside as well as inside.
Plan transitions.
Use other students, think through how they can help.
Balance "noisy" and "quiet" activities.
Plan to be flexible to the happenings of the day.
Plan activities that are creative but simple.

SAMPLE LESSON PLAN

Group: 3 Yr Olds/Mixed Age

Head Teacher: Nora Haberern/Dorma Lindsay

Date: Monday, January 13, 1986

Assistants: _____

Theme: Let's Get Acquainted

Time	Activity	Materials/Location	Objective	Prsn
8:30	Arrival/Greeting	Name tags/locker tags	Socialization, greeting	
8:40	Books & Puzzles	Books, puzzles cognitive materials	cognitive, motor gather/reading readiness	
8:55	Clean-up	Book and puzzle area	following directions	
9:00	Whole Group 1. Here we are together 2. Introduce teachers 3. Musical presents (2 groups) 4. Review Preschool limits	Flannelboard aids posters of teachers sticker pkg. wrapped in different paper, music paper, marker	music, gathering, introduction, names name recognition	
9:30	Free-Choice			
Area 1	1. Easel painting on cut-outs 2. Collage building 3. Playdough 4. Finger painting 5. Water table	precut paper, brushes red, blue, yellow paint assorted materials, baskets, glue sticks, pre-made dough starch, trays, colors, smocks, table cloths water, table, toys, boats	creative, large motor cognitive creative, motor, cognitive, sensory creative, motor, cognitive creative, motor, cognitive sensory, motor, sharing	
Area 2	1. The cutting box 2. Pegboards 3. Color: Color mixing game 4. Shape: Rocket ships 5. Number, Number cans 6. Letter: Beginning consonant, clothes pin game 7. Language arts: build a story	box, scissors, strips pegboards, pegs pre-made game pre-made game pre-made game pre-made game pre-made game	small motor, cognitive small motor, eye-hand colors, mixing, science matching shapes counting, sets to numerals beginning consonants, lang. arts, reading reading readiness	
Area 3	"Open free-choice with materials"	trains, trucks, blocks, barns, trikes, etc.	large motor, explor- ation of materials	
10:15	Snack	cracker sandwiches with raisins, juice	socialization nutrition	
Transition		"If You're Happy"	transition, music	
10:30	Outside	Assorted playground equipment	large motor, socialization skills	
11:00	Whole Group 1. Parachute Play 2. " 3. Mousercise 4. Assorted games	parachute, box mousercise record ring around the rosies	large motor group involvement large motor group involvement	
11:20	Departure			

***** A WEEK OF CREATIVE INQUIRY *****

♥♥ MONDAY ♥♥



♫ TUESDAY ♫



♫ WEDNESDAY ♫



♥♥ THURSDAY ♥♥

WHOLE GROUP: Characteristics of Birds
Song: In the Leafy Treetops

FREE CHOICE:

- 1) Hand -print-birds
- 2) Parrot making
- 3) Salt painting
- 4) Science Table (Bird nest and feathers)
- 5) Cooking Experiment: Blueberry muffins

- 1) Bird Head bands
- 2) Piggy bank counting
- 3) Counting with eggs
- 4) Heaviest to Lightest
- 5) Paper plate bird masks
- 6) Card counting game

SNACK: Blueberry muffins and milk

OUTSIDE: Balloon game

WHOLE GROUP: Duso Story
Fingerplay: Two Tweety Birds



Where Birds Live
Nest Building
Song: In the Leafy Treetops

- 1) Dye Eggs
- 2) Feather painting
- 3) Paper cup chicks
- 4) Pumps on a Log
Cooking Experiment
- 5) Science Table (Nest, feathers, egg)

- 1) Geoboard
- 2) Bird sticker Cash Box game
- 3) Bathes the Birds game
- 4) Number dot card game
- 5) Penelope penguin game
- 6) Finger painting

- 1) Bowling
- 2) Fishing

Pumps on a Log and Apple juice

Bird hunt

Cindy: Sharing

Michelle & Gina: Life Cycle of the Bird

Fingerplay: The Sparrow



WHOLE GROUP:



Book: Are You my Mother?

OUTSIDE:

FIELD TRIP: Museum of Natural History

FREE CHOICE:

(If time permits)

- 1) Cooking: Making Garlic Bread
- 2) Making Turkey tail feathers
- 3) Writing Center
- 4) Play Dough
- 5) Paper Plate Bird masks

- 1) Wooden jungle gym
- 2) farm animals

SNACK: Garlic Bread and Milk

WHOLE GROUP: Michelle & Gina: Sharing
Cindy: The life cycle of the Bird
Fingerplay: The Sparrow

Migration of Birds
Game: Pin the nose on t

Build a "Show Bird"

- 1) Hawaiian Lole
- 2) Lemon fruit snacks
- 3) Easel painting tree and
- 4) 1/2 sheet paper birds

- 1) Bird Wings
- 2) tasting center
- 3) Clothes pin game
- 4) Shape puzzles
- 5) Face painting

- 1) Grass skirts
- 2) Grass shack

Lemon fruit snacks and water

SPECIAL VISITOR:
Polynesian Dancer

SAMPLE LESSON PLAN FOR PARENTS

- 16 -

UNIVERSITY OF UTAH
FCS PRESCHOOL

THE WEEK OF

December 2-3, 1981

BIRDS....Birds....birds...
This week we will be learning about
different types and the life cycle.

* Parent Program: December 12th
(See invitations for further details)

* In the near future we are planning
to incorporate a computer system
into the Child and Family Develop-
ment Center. To assist us in
choosing an effective computer sys-
tem for the preschool, we would be
interested in acquiring the fol-
lowing information:

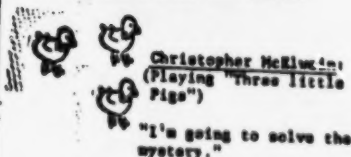
- 1) Do you have a computer in your home?
- 2) What type of software do you have?
- 3) What type of computer system do you own?
- 4) What programs do you have for your child?

Please jot this information down on
a sheet and turn the paper into one
of your child's teacher during the
week.

THANKS!!!



CREATIVE CAPTIONS



Nora Pincus: Nora mixed a pig and a
hippo puzzle. Asking her what she
she would call it she said, "a
double mixed pig."

Paul Martin: Talking to his friends
in large motor...building blocks
"Thanks guys, we're cooperating!"

Anna Alfeld: During Firefighter week
said the following: "But I don't
want to be a fireman."

Josh Stott: was over at the book area
and the children discovered a spider.
Cindy asked what kind thy thought it
was (the spider), and he said "A
real one!"



UTILIZING THE CREATIVE
SPIRIT AT HOME



- 1) Listening Tape: Make a tape of
the children singing the bird
songs and/or saying rhymes.
Place the tape and visual aids
in a area that children can
use them independently.
- 2) Descriptive Word Chart: Have
children describe attributes
birds have also, prepare food
birds would eat. Have children
describe the texture by feeling
the food.
- 3) Have children create their
own bird and then write a story
about their creation.
- 4) Using puppets, encourage children
to have a conversation between
two bird friends.

FAMILY FUN



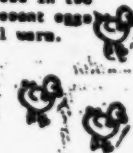
PINE CONE BIRD FEEDERS

Have children spread peanut butter
in pine cone crevices. Attach
a string and hang in a wooded
area or tree where birds visit.

BIRD NESTS:

1 can Eaglebrand condensed milk
2 squares unsweetened chocolate
1 cup coconut (or more if desired)
1 package jelly beans

Add chocolate squares to the can
of sweetened condensed milk. Heat
double boiler and stir until thick.
Add one cup coconut. Drop on cookie
baking sheet with a spoon to form
nests. Bake at 350° for 10 mins.
Remove from pan. Press in two
jelly beans (to represent eggs)
while nests are still warm.



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CREATIVE MATERIALS IN THE PRESCHOOL



EGG CARTONS FABRIC SAMPLES & SCRAPS
WALLPAPER BOOKS MILK CARTONS
YARN PAPER PLATES POPSICLE STICKS
COFFEE FILTERS CUPS PIPE CLEANERS
STRAWS COTTON BALLS PAPER BAGS
ASSORTED GRAINS (RICE, BEANS, PEAS, MACARONI)
BUTTONS CARPET SAMPLES FABRIC LACE & TRIMS
BIAS TAPE TOOTHPICKS FOOD COLORING
Q TIPS WIRE GLITTER TAPE
RUBBER BANDS MASKING TAPE STYROFOAM
PAPER CLIPS GLUE STAPLERS
STICKERS CONTACT PAPER IRONS
FELT & PELON SCRAPS PLASTIC NEEDLES CHARCOAL
POSTERBOARD ADDING MACHINE TAPE
MURAL PAPER KARO SYRUP EASEL PAPER
PLASTIC LIDS TOOTHBRUSHES CORKS
EYE DROPPERS SPONGES SMALL CARS & TRUCKS
BRUSHES PING PONG BALLS MARBLES GLUE STICKS
PLAYDOUGH HAMMERS SALT SHAKERS STAMPERS
SHAVING CREAM CLOTHESPINS PAPERS

MUFFIN TINS PIE TINS GLUE AND PAINT BRUSHES
ROLL ON DEODORANT BOTTLES CRAYONS
ROLLING PINS ASSORTED CONTAINERS CLAY
SCISSORS TEMPRA PAINT BUTCHER PAPER
RULED NEWSPRINT COOKIE CUTTERS
PLASTER OF PARIS CLAY BUILDING BOARDS
TABLE CLOTHS STYROFOAM TRAYS
CARDBOARD TUBES OATMEAL BOXES
MAGAZINES SHOE BOXES WRAPPING PAPER
OLD KEYS BOTTLE CAPS PLASTIC ICE CREAM BUCKETS
MILK JUG LIDS CONSTRUCTION PAPER
NEWSPRINT

❁
❁
DISCOVERY CONSISTS OF LOOKING AT THE SAME
THING AS EVERYONE ELSE BUT THINKING SOMETHING
DIFFERENT ❁

***** TIPS FOR EXCURSIONS *****

***** Make a trip before hand without the children:

Test length of time needed.

Get permission from person in charge and review what will happen.

Explore the experience from the children's height!

Locate a good parking spot (away from traffic).

Call the day before as a reminder.

***** Parents:

Parents have to sign the permission form.

(start this process a week before the trip).

Ask parents to drive and record the number of children and adults their car will hold with SEATBELTS.

Have an alternate plan if a parent doesn't show up.

Provide maps and a list of children they will take.

Try and have one teacher with every parent.

Remind parents the day before the excursion.

***** Children:

Explain the trip to them, review rules, break them up into their groups. It is extremely important to be organized.

Suggest things to talk about during the car ride.

Bathroom stop before leaving.

Nametags are a must, preferably distinguishing the groups.

Children should stay in their groups during the whole trip.

***** Process:

Take pictures.

Take boxes for the children to stand on if the they will have trouble seeing some things.

Use relevant vocabulary, explaining the processes

***** Follow-Through:

Do a language experience activity in whole group when you return reviewing the events of the trip.

Have the children write and mail a thank-you note.

Have activities, dramatic play, etc. to further reinforce the experience.



Excursions can be powerful learning experiences, and fun!
Remember they have to be carefully thought out to work effectively.

EXCURSIONS

FIRE DEPARTMENT **HOGLE ZOO**
HOSPITALS **POST OFFICE**
POLICE DEPARTMENT
FOREST SERVICE DEPARTMENT **U. I. A.**
PET STORE
SUPERMARKET **CAR WASH**
MUSEUMS **PARKS**
CANYONS **TROLLEY SQUARE**
AIRPORT **ANIMAL SHELTER** **BAKERY**
DOLL HOSPITAL **RESTAURANT**
AVIARY **T. V. STATION**
RADIO STATION **TELEPHONE CO.**
GREAT SALT LAKE **FARMS**
FISH HATCHERY **BARBER SHOP**
RIDE THE BUS **LIBRARY**
ICE CREAM STORE **FLOWER SHOP**
PLANETARIUM **HOTEL UTAH**
NEWSPAPER
UNIVERSITY OF UTAH: DANCE, ART CLASS
CHEMISTRY, GEOLOGY, SCIENCE LABS

Be brave, call and inquire, explore possibilities.



HOME VISITS



At some point in the quarter after mid-term, choose a child who you would like to visit in his/her home. You can go on a home visit with another student teacher, but together you will have to visit two children.

The main objective of this experience is to visit with the **child**. It is a very special experience for a child to have their teacher come to visit them at home.

♥♥ When planning a home visit:

Talk to the parent at school when they bring their child or pick them up, about visiting their home.

Make sure they understand it is a visit with the child.

They need to feel comfortable with the fact that you will not be checking out how clean the house is, how big it is, etc.

Clarify that you chose their child because you find him/her very interesting, talented, or enjoyable, the visit is not planned because the child is a problem.

Plan a time convenient for the parent.

Remind them the day of or the day before the visit.

♥♥ The visit:

Talk to the child about visiting his/her home the day of the visit, most will be thrilled

You might plan to bring some fun activities along.

Sometimes the child will act like they don't recognize you, give them time, ask them to show you their room and toys, ask them what they do at home

After the warm up, many children will be overly excited, think of activities to calm them (sing songs, fingerplays)

Plan for a half hour visit, if the child wants you to stay a little longer that's fine.

Talk to the parents but don't spend the whole time with them.

Thank them for the visit.

♥♥ Follow-up:

Write a brief one page paper on your experience.

Talk to the child at school about the visit and how much fun it was for you.

***** PARENT INVOLVEMENT *****

♦♦ Why is parent involvement important? ♦♦

Parents are the primary teachers of their children. They play a vital role in shaping the education of their children. Parents are the first teachers of their children acting as information givers and managers of the environment.

Long term gains in preschool programs are in non-cognitive areas such as motivation and attitudes toward learning. These characteristics are derived primarily from the home environment. In order to have an effective program a teacher must develop a school-home partnership. Parents need to be informed of school activities and ways they can support classroom learning at home.

♦♦ What are the benefits ? ♦♦

The success of a program can depend on parent involvement. It doesn't matter how exciting and innovative a program is, to make an impact families have to be involved and understand the teaching philosophy. The key to being a successful teacher is frequent communication with the families about the program.

♦♦ How do you involve parents? ♦♦

First of all parents have a genuine concern for their children. They should understand that their involvement is essential for their child to get the most benefit from the program. Provide parents with a variety of options in which they can be involved in their child's learning. Parents need involvement options in the classroom, in their home, in the community, and behind the scenes.

♦♦ Teaching is an interactive process ♦♦

We can list a lot of ways we can teach parents (e.g., how to be a more effective parent, new math), but what can we learn from parents? We can learn personal information, characteristics, habits, learning styles, behavior, unique qualities, special abilities, and the attributes of their child. Parents can also contribute greatly to a program in terms of their knowledge, experiences, travels, and talents. Do not conceptualize parents as passive recipients of information, but as important ingredients in the teaching-learning process.

WHAT TYPE OF PARENT INVOLVEMENT IS IN THE CENTER?

- ❖ **Philosophy Brochure:** an overview of the program's main objectives and philosophy.
- ❖ **Background Information Form:** designed to learn more the families in the program and their children.
- ❖ **Creative Talents and Abilities:** a form developed to get information in these areas about the child and family.
- ❖ **Parent Involvement Form:** completed by both parents indicating options for participating in the program.
- ❖ **Lesson Plans:** distributed weekly describing the week's activities and events.
- ❖ **Newsletter:** an informative weekly guide designed to enhance home-school learning. It contains 4 sections: highlights of the week, previous events, activities at home (for the child), and family fun (activities to get the entire family involved).
- ❖ **Family Socials:** arranged during the year for families to meet other children in the program as well as their siblings, and parents in an informal atmosphere.
- ❖ **Parent Education Series:** a number of presentations during the year developed to further promote and educate families about the creative philosophy and other areas of interest to parents.
- ❖ **Parent-Teacher Conferences:** held twice a year to inform parents about the special talents and abilities we have observed in their children.
- ❖ **Portfolios on Children:** information obtained about the children and collected in individual files supporting the observed areas of talent the child has displayed such as art work, anecdotal reports of verbal, personal abilities , or pictures of design talent.
- ❖ **Creativity Kits:** kits parents take home containing activities to use with their child to develop areas of creative talent.

Basic Guidance Techniques

1. Environment - design the classroom to avoid problems:
i.e., have quiet areas and areas for busy, louder activities.
2. State suggestions or directions in a positive way - tell children what they should be doing: i.e., walk, talk softly.
3. Give children choices whenever possible - i.e., clean up the blocks or wash the tables off. Don't give choices when there are none; e.g., do you want to read a story now? - when you planned a story for whole group!
4. State limits/consequences - basic classroom rules; things not allowed are hitting, shouting, or running: i.e., hitting will result in a time out.

TIME-OUT: (Patterson, 1977)

1. Define behavior (hitting)
2. Explain to child (what will happen if s/he hits)
3. Separate child (when hitting)
4. Length of time (short - few minutes)
5. Remain calm and unemotional
6. Use everytime/ delayed if on excursion, etc.
7. Reward positive behavior after time out

** Use time out only for aggressive behavior.

5. Be consistent - Follow through -because backing down:
1) reinforces unacceptable behavior and 2) child realizes there is no follow up. Rules and consequences should remain the same so children know what to expect.
6. Redirection - move children to other activities that appeal to their interests if they become involved in undesirable activities: e.g., playing chase in the room to block building.
7. Focus on the positive - try and find ways to give children attention for desirable behavior: i.e., sharing.
8. Encourage independence - never do for children what they can do for themselves:

=====

A STORY A STORY A STORY A STORY A STORY A STORY

A guru gave a cocoon to a group of small children, telling them that a butterfly would some day emerge but they must not help the butterfly get out. Of course the children did help the butterfly come out and consequently the butterfly could not fly and died. Upon learning of this tragic lesson, the guru told the children, "You helped the butterfly out of the cocoon and thereby deprived it of the chance to strengthen it's muscles so it could be strong enough to fly away and live".

=====

LIMITS FOR CHILDREN

1. Running is for outside; children walk inside.
2. Quiet voices inside; shouting outside.
3. Children climb on climbing bars not tables, counters, etc.
4. Children build with blocks only as high as their shoulders.
5. Children wash their hands before snack and cooking activities.
6. Children wear aprons when painting and when involved in other messy activities.
7. Children go down the slide feet first.
8. Children do not talk to strangers even if they are observing in the classroom or talk to other college students who are not teachers in the program while they are outside.
9. No pictures can be taken of the children without the preschool office permission.
10. Children keep their hands to themselves (no hitting).

PRESCHOOL POLICY FOR STUDENT TEACHERS

1. All information about children and families is confidential.
2. All accidents, minor or serious, should be reported to the supervising teachers.
3. Children are never to be left unsupervised, even for a few seconds. For example, have another teacher take your place supervising outside if you must go inside for a minute.
4. Report damaged equipment to the supervising teacher.
5. Snacks should be nutritious.
6. Make use of materials available for activities. Special items (other than food) will have to be purchased by you.
7. Call your supervising teacher if you will be absent. Absences have to be made up or additional work completed as a substitution.



SAFETY PROCEDURES



NOSE BLEEDS:

Keep the child standing or sitting (the head should be raised). Gently squeeze the nostrils together for 5 to 10 minutes.

FOR SMALL CUTS AND SCRATCHES:

Wash with soap and water. Keep dry, don't cover with ointments. The air will help heal the wound.

FOR LARGE CUTS:

STAY CALM!!!!!! Apply steady, firm pressure (with a cloth, etc.) over the bleeding point. Elevate the bleeding if possible. Call the doctor.

BLISTER:

Wash gently with warm water and soap. Do not break the blister. Apply a band-aid if blister is in an area where there will be rubbing.

SLIVERS:

Wash with soap and water. leave for parents to remove with tweezers.

STRAINS/ FRACTURES:

Immobilize the injured part. Apply cold (ice pack) to reduce swelling.

INSECT STINGS:

Apply cold compresses to help reduce the swelling.

MINOR BURNS:

Keep the area dry except for a washing with soap and water.

HEAD INJURIES:

Treat all injuries as severe. Keep the child lying down for at least 30 minutes. Keep them warm. Watch for problems (vomiting, drowsiness, etc.), if this occurs call the doctor immediately.

CHOKING:

Cannot speak, check mouth for foreign object. Use Heimlich Maneuver, do not pound the child on the back or tip the child upside down.

ADDITIONALLY:

Supervise the children closely outside (climbing, slides, etc.).

All children have to wear seat belts in the cars on excursions.

When a child falls let him/her get up on their own.

Constant supervision is needed with activities using sharp objects (knives, needles, pins, etc.).

REPORT ALL ACCIDENTS TO THE SUPERVISOR.

SOME HINTS FOR MAKING STUDENT TEACHING A GREAT EXPERIENCE



First of all student-teaching should not be viewed as a requirement just to get out of the way. You have been learning a lot of techniques and knowledge up to this point but the real test is putting it into practice, this is your opportunity!

It is an opportunity to put your guidance skills to use, to further develop your teaching and curriculum planning, to work with parents and families, to be involved in parent-teacher conferences, child assessments, supervision and evaluation. **SOME SUGGESTIONS:**

- ❖ **BE ON TIME**
- ❖ **DRESS COMFORTABLY**
- ❖ **ASK QUESTIONS**
- ❖ **COME PREPARED** - particularly if you are the head-teacher, plan plenty of time to organize your activities.
- ❖ **BE FLEXIBLE** - if it doesn't work change it.
- ❖ **SPEAK NATURALLY** - to the children, don't talk down to them and use a soft voice, never yell.
- ❖ **USE TRANSITIONS** - give children plenty of time to change activities.
- ❖ **AVOID MAKING MODELS** - children will copy you.
- ❖ **AVOID COMPARISONS** - between children, this encourages competition.
- ❖ **GET TO THEIR LEVEL** - kneel or sit when talking to children.
- ❖ **WRITE** - children's names on all projects; use capital then small letters, start from left to right and top to bottom when writing on papers.
- ❖ **LET CHILDREN HELP EACH OTHER** - with coats, names, etc.
- ❖ **FELLOW STUDENT-TEACHERS** - view them as colleagues not as competition.
- ❖ **SUPERVISING ROLE** - remember it by scanning the room.
- ❖ **MISTAKES** - can be great learning experiences, don't dwell on them, evaluate how it could be done more effectively.

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- ❖ HEALTH AND SAFETY - of the children are #1 priorities.
- ❖ PRODUCT VS. PROCESS - the process is the important factor
don't stress making something.
- ❖ OBSERVE - sometimes it's just o.k. to sit back and watch the
children, don't feel the need to be constantly interacting
with them.
- ❖ OTHER TEACHERS - don't interact more with other adults
than with the children.
- ❖ EQUIPMENT - don't sit on the tables, slide on the slides, much
of the play equipment was not made for adult weight.
- ❖ PLAY - with the children, get involved in their dramatic
play, etc.
- ❖ PARENTS - greet them personally each day, learn their
first names, try a few of the following:
 - ❖ at the end of the day tell them something special
about their child.
 - ❖ send home a note describing a special event their
child was involved in.
 - ❖ put an anecdote in the newsletter about their child.
 - ❖ design a special activity for their child.
- ** These tricks of the trade will lead them to think you are the
most wonderful teacher - communicate with them.
- ❖ RELAX AND HAVE FUN!!!!

***** APPENDIX *****

- ☐☐ Competency Rating Form
- ☐☐ Group Composition and Scheduling
- ☐☐ Background Information Form
- ☐☐ Creativity Form for Children
- ☐☐ Parent Involvement Survey
- ☐☐ Field Trip Permission Form
- ☐☐ Accident Report
- ☐☐ Visitor Observation Policy
- ☐☐ Authorization Forms
- ☐☐ Research Policy
- ☐☐ Parent-Teacher Contract

UNIVERSITY OF UTAH CHILD AND FAMILY DEVELOPMENT CENTER

COMPETENCY RATING FORM

For: _____

Written by: _____

Date: _____

Personal Qualities:

1. General attitude; overall feeling displayed
2. General appearance
3. Self-confidence
4. Enthusiasm, animation
5. Punctuality
6. Familiarity with facility, routines
7. Independent functioning
8. Cooperation with staff
9. Leadership skills
10. Seeks assessment of self
11. Creative model for children

Comments:

Needs Improvement

Satisfactory

Shows Strength

Working With Children:

1. Ability to accept and work with individuals
2. Ability to work with small groups
3. Ability to work with large groups
4. Classroom management skills
 - a. uses limits and follows through
 - b. redirects

Page 3

Teacher Effectiveness, cont'd.

8. Ability to implement learning
 - a. adaptability in curriculum
 - b. permits exploration
 - c. stimulates curiosity and creativity
9. Ability to relate to parents
10. Ability to evaluate other students.
11. Skill in understanding procedures and policies
12. Ability to meet individual needs and differences
13. Willingness to participate in pre- and post-conference discussions.
14. Cooperation in helping other students in their activities

	Needs Improvement	Satisfactory	Shows Strength

Comments:

UNIVERSITY OF UTAH
CHILD AND FAMILY DEVELOPMENT CENTER
DEPARTMENT OF FAMILY AND CONSUMER STUDIES

GROUP COMPOSITION AND SCHEDULING

Preschool classes meet four days a week - Monday through Thursday. The morning groups are scheduled from 8:30 - 11:30 a.m., the afternoon groups from 1:00 - 4:00 p.m. There are eighteen children in each group with equal numbers of males and females. During the 1985-86 school year the classes are divided into four age-segregated groups of children whose ages fall within a six month span. In the morning the two classes are the three year old group (35-41 months as of October 1) and the mixed age group (35-62 months). In the afternoon the two classes are the four year old group (45-52 months) and the five year old group (54-62 months).

The outline of the class schedule below illustrates how the activities and classes are divided into time periods. The best time to interview or test children is during free-choice or outside activities. We prefer that children not be taken from their class during snack or whole group. Observation is acceptable during any class time.

MORNING SCHEDULE

	THREE YEAR OLD GROUP		MIXED AGE GROUP	
	MON & TUES	WED & THURS	MON & TUES	WED & THURS
ARRIVAL	8:30-8:40	8:30-8:40	8:30-8:40	8:30-8:40
FREE-CHOICE	8:40-9:00	8:40-9:00	8:40-9:00	8:40-9:00
WHOLE GROUP	9:00-9:30	9:00-9:30	9:00-9:30	9:00-9:30
OUTSIDE	9:30-10:00	10:30-11:00	10:30-11:00	9:30-10:00
FREE-CHOICE	10:00-10:45	9:30-10:15	9:30-10:15	10:00-10:45
SNACK	10:45-11:00	10:15-10:30	10:15-10:30	10:45-11:00
WHOLE GROUP	11:00-11:20	11:00-11:20	11:00-11:20	11:00-11:20
DEPARTURE	11:20-11:30	11:20-11:30	11:20-11:30	11:20-11:30

AFTERNOON SCHEDULE

	FOUR YEAR OLD GROUP		FIVE YEAR OLD GROUP	
	MON & TUES	WED & THURS	MON & TUES	WED & THURS
ARRIVAL	1:00-1:10	1:00-1:10	1:00-1:10	1:00-1:10
FREE-CHOICE	1:30-1:30	1:10-1:30	1:10-1:30	1:10-1:30
WHOLE GROUP	1:30-2:00	1:30-2:00	1:30-2:00	1:30-2:00
OUTSIDE	2:00-2:30	3:00-3:30	3:00-3:30	2:00-2:30
FREE-CHOICE	2:30-3:15	2:00-2:45	2:00-2:45	2:30-3:15
SNACK	3:15-3:30	2:45-3:00	2:45-3:00	3:15-3:30
WHOLE GROUP	3:30-3:50	3:30-3:50	3:30-3:50	3:30-3:50
DEPARTURE	3:50-4:00	3:50-4:00	3:50-4:00	3:50-4:00

UNIVERSITY OF UTAH
Family and Consumer Studies
CHILD AND FAMILY DEVELOPMENT CENTER

BACKGROUND INFORMATION

Child's name: _____ Birthdate: _____
Birthplace: _____ Adopted: _____
Address: _____
Phone: _____

PARENTS:

Mother: _____ Phone: _____
Nationality: _____ Birthplace: _____
Occupation: _____ Phone (work): _____
No. of hours per week: _____ Days/Times: _____

Father: _____ Phone: _____
Nationality: _____ Birthplace: _____
Occupation: _____ Phone (work): _____
No. of hours per week: _____ Days/Times: _____

FAMILY:

No. of Siblings: _____ Names & Ages: _____
Mother expecting: _____ Date: _____
Other people living in household: _____

Have there been any changes in the family such as divorce, separation, illnesses, death, etc. that we should be aware of? (please include date of event): _____

In case of an emergency who could we contact if unable to reach parents:
Name: _____ Relationship: _____
Phone: _____
Child's Physician: _____ Phone: _____

Is the child allergic to anything? _____
Does the child have any medical problems? _____
Does the child have any nervous habits (thumb sucking, nail biting, etc.): _____
How do you handle it? _____

Who is authorized to pick up the child (other than parents)?
Name: _____ Relationship: _____
Name: _____ Relationship: _____

Has your child had the experience of being cared for by adults other than members of your family? _____ yes _____ no
If yes, how did s/he adjust? _____

CHILD:

Describe your child's temperament (easy going, impetient, happy, shy, etc.):

Does s/he relate well to other children?_____

Does s/he get along with brothers/sisters?_____

Does s/he relate well to adults?_____

Favorite play activity:_____

Favorite book:_____

Favorite animal:_____

Favorite topics to discuss:_____

Does the child have any fears:_____

What languages are spoken in the home:_____

DISCIPLINE:

What type of discipline (or guidance) do you use?_____

Most common reasons for punishment:_____

Child's response:_____

EATING HABITS:

What are the child's favorite snack foods:_____

What food does s/he dislike:_____

Child's usual appetite:_____

SLEEPING:

Does the child have any sleeping problems?_____

Does the child nap?_____ If no, when did s/he stop?_____

Does your child relax easily:_____yes _____ no

Does s/he tire easily? _____ yes _____ no

How active would you consider your child (compared to other children his/her age)?_____

Is there any other information you think is important for us to have about the child?_____

~~~~~  
What is the most important thing you want your child to derive from our program:\_\_\_\_\_

~~~~~  
What is the most important thing you want to derive from our program?_____

~~~~~  
What are the most important qualities you want your child to have?  
\_\_\_\_\_  
~~~~~

CRATIVITY

Consistent with our creativity philosophy, we would like the following information about your child and family.

*** Don't feel that you need to check many of the following. It is very common not to assess your child's talents other than intellectual skills. We will be assessing your child in the following areas and any information you can provide us with will be helpful.

CHILD:

Has your child demonstrated special skill in any of the following areas:
(check as many as appropriate)

Explanation:

LANGUAGE: _____
(reading, storytelling, writing, etc.) _____

MUSIC-RHYTHMIC: _____
(instruments, dance, singing, etc.) _____

INTELLECTUAL: _____
(memory, math, logic, etc.) _____

SPATIAL-DESIGN: _____
(designing structures, etc.) _____

BODY-COORDINATION: _____
(athletic, coordination ability, etc.) _____

ARTISTIC: _____
(drawing, painting, etc.) _____

PERSONAL: _____
(interactions with peers, adults, etc.) _____

Are there any areas your child needs special help in: _____

FAMILY MEMBERS:

Are there other family members (mother, father, brother, sister,) with special skills? _____

Relationship:

Skill:

In your opinion, what are the most important skills for your child to develop?

PARENT INVOLVEMENT SURVEY

A very vital component to our program is parent involvement. Parents are the most important teachers of their children and are incorporated in our program for this reason. We want to provide parents with a variety of options, in and out of the classroom, to become involved in their child's education. This short questionnaire will give us some idea about your involvement interests.

IN THE HOME:

- ☐ Telephone other parents (for meetings, events)
- ☐ Make instructional materials ☐ Keep class animals over breaks
- ☐ Start plants for the classroom ☐ Collecting materials (plastic bottles, rolls, egg shells, etc.)
- ☐ Help coordinate parent meetings ☐ Make food for special meetings (socials, etc.)

AT SCHOOL:

- ☐ Drive on field trips BEST DAYS: _____ TIMES: _____
- ☐ Volunteer in the class BEST DAYS: _____ TIMES: _____
- ☐ Make an ethnic or cultural food with the children.

BEHIND THE SCENES:

- ☐ Repair, paint, or make equipment ☐ Bulletin boards
- ☐ Contacting resources for excursions ☐ Parent information board
- ☐ Contacting special visitors ☐ Help with open house in the spring
- ☐ Help to organize the parent resource room

Is there a special cultural holiday you would like to help organize for your child's class? _____

In addition, we believe that the families involved in our program will be one of our best resources in providing the children with an enriched creative environment. Please indicate any resources you might know of for the following areas: (include yourself and other family members)

SPECIAL VISITOR *(include yourself)* ACTIVITY

LANGUAGE: _____
(storyteller, poet, writer, language activity (French, Spanish, etc.) - games)

MUSICAL-RHYTHMIC: _____
(musician, singer, dancer, musical instruments, creative dance)

INTELLECTUAL: _____
(scientist, geologist, doctor, nurses, teacher, learning activities & games)

SPATIAL-DESIGN: _____
(engineer, architect, designer, sculptor, building and designing activities)

BODY-COORDINATION: _____
(athlete, dancer, gymnast, skier, skater, climber, outdoor activities)

ARTISTIC: _____
(painter, artist, cook, actors, puppeteer, seamstress, art activities)

PERSONAL-LEADERSHIP: _____
(firefighter, police officer, mail carrier, social interaction games)

Please list any activities, or visitors or excursions that don't fit under these categories that you might be interested in organizing:

THANKS FOR YOUR HELP

BEST COPY AVAILABLE

UNIVERSITY OF UTAH
CHILD AND FAMILY DEVELOPMENT CENTER
DEPARTMENT OF FAMILY AND CONSUMER STUDIES

FIELD TRIP PERMISSION FORM

The _____ class will be going off campus _____ (date)
_____ to _____ (times) for the following field trip:

HEAD TEACHER: _____

I give my permission for my child to attend with his/her class:

PARENT:

CHILD:

- | | | |
|-----|-------|-------|
| 1. | _____ | _____ |
| 2. | _____ | _____ |
| 3. | _____ | _____ |
| 4. | _____ | _____ |
| 5. | _____ | _____ |
| 6. | _____ | _____ |
| 7. | _____ | _____ |
| 8. | _____ | _____ |
| 9. | _____ | _____ |
| 10. | _____ | _____ |
| 11. | _____ | _____ |
| 12. | _____ | _____ |
| 13. | _____ | _____ |
| 14. | _____ | _____ |
| 15. | _____ | _____ |
| 16. | _____ | _____ |
| 17. | _____ | _____ |
| 18. | _____ | _____ |
| 19. | _____ | _____ |
| 20. | _____ | _____ |

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ACCIDENT REPORT

Date: _____ Preschool Class: _____

Supervising Teacher: _____

Child's Name: _____ Age: _____

Description of Injury: _____

Location of Accident: _____

Events: _____

Teacher Involved: _____

Parent Notified: ☐ Yes ☐ No Response of Parent: _____

Follow up: _____

**One copy to director, one copy for preschool.

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VISITOR OBSERVATION POLICY

All visitors to the program should first report to the preschool office for an authorization slip (between 8 a.m. and 12 noon). If the office is closed have them go to the main office.

After going to the office and signing in, they will be given a brochure about the program and a copy of the week's lesson plan. They will be asked to introduce themselves to the supervising teacher in the class they would like to observe.

If time permits, the supervisor or a student teacher can briefly explain the philosophy of the program, the schedule for the day, and answer any questions they may have.

The two guidelines of observation should be emphasized: 1) visitors should observe in an area that does not interfere with the day's activities and 2) they should not talk to the children.

The visitors should return their authorization forms to the supervising teacher at the end of the visit. Any questions they have at this time should be addressed.

NOTE: Parents are permitted and encouraged to observe the program at anytime on any day. Parents can participate in the activities of the day and interact with the children.

Research assistants, if scheduled a week in advance, should be able at the designated times to interact with the children. Ideally, R.A.s should observe and participate in the program before testing so that the children become familiar with them.

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AUTHORIZATION TO OBSERVE

DATE: _____ NAME: _____

TIME: _____ CLASS: _____

SUPERVISOR: _____

SIGNED: _____

=====

COMMENTS: _____

* PLEASE RETURN THIS FORM TO THE SUPERVISOR AT THE END OF THE VISIT.

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CHILD AND FAMILY DEVELOPMENT CENTER
DEPARTMENT OF FAMILY AND CONSUMER STUDIES

AUTHORIZATION TO OBSERVE

DATE: _____ NAME: _____

TIME: _____ CLASS: _____

SUPERVISOR: _____

SIGNED: _____

=====

COMMENTS: _____

* PLEASE RETURN THIS FORM TO THE SUPERVISOR AT THE END OF THE VISIT.

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RESEARCH POLICY INFORMATION FOR PARENTS

The Child and Family Development Center is a research and program development facility. University faculty interested in doing research in the program submit proposals outlining their projects. Projects are selected on the basis of consistency with the goals and philosophy of the program.

WHAT TYPE OF RESEARCH?

There are a wide variety of research projects. The primary areas are: program development and evaluation, observation, and survey research.

Program Development and Evaluation: Research directed at differentiating between effectiveness in teaching methods. Children are pre-tested about their knowledge in an area, then the program is implemented, and the children are post-tested about the information presented in the program.

Examples: Parent-taught nutrition project, health education

Observation: Research primarily devoted to understanding the natural occurrences in development. Children are usually observed in their natural environments (i.e., while at play).

Examples: Social development, teacher-child interaction

Survey: This research focuses on relationships between variables such as behavior and attitudes. Children and/or parents are asked to respond to questions verbally or in written form.

Examples: the stress of parenting, attitudes toward the elderly

WHAT KIND OF EFFECT DOES THE RESEARCH HAVE ON THE CHILDREN?

All research projects are cleared through the Human Subjects Review Board. In addition, projects designed for this program are cleared through the Preschool Research Committee. Research projects that might have a negative impact on the children are considered inappropriate and are therefore rejected. All the projects approved either have no effect (i.e., the children are only observed) or a positive effect (i.e., children learn about nutrition).

WHY IS RESEARCH IMPORTANT?

Research can facilitate the development of more effective early childhood education programs. Research in child development and family studies leads us to a better understanding of children and families. For example, one of the main objectives of this program is to learn more about the family's influence on the development of creativity in children.

HOW ARE PARENTS INFORMED?

At the beginning of each research project, parents are sent a letter explaining the details of the project. In addition, a research calendar will be posted on the parent bulletin board outlining which projects are in progress. If parents have any questions about a certain project, they are encouraged to contact the project leader, whose name and number will appear on the information sheet.

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PARENT-TEACHER CONTRACT

The objective of this mutual agreement is to specify the responsibilities of parents and the staff involved in the preschool program.

TEACHER'S RESPONSIBILITIES:

- * To provide a safe, quality learning environment for the children.
- * To organize a program based on the principles and philosophy supported by the Child and Family Development Center.
- * To provide a nutritious snack every day.
- * To keep parents informed of curriculum activities, events, and daily nutritional experiences.
- * To schedule two parent-teacher conferences a year for each child and be available for consultation as needed.
- * To organize a social meeting for families in the program once a quarter.
- * To involve parents whenever possible in their child's education.
- * To notify parents of research projects involving their child.

PARENTS' RESPONSIBILITIES:

- * To attend parent-teacher conferences, family meetings, and to be available for consultation as needed.
- * To arrive with your child promptly at the beginning of the class period (8:30-8:40 a.m. or 1:00-1:10 p.m.).
- * To pick the child up promptly at departure time (11:20-11:30 a.m. or 3:50-4:00 p.m.). Teachers use the time immediately following departure for evaluation of the daily program.
- * To keep the child home when he/she is ill with a cold or other communicable diseases or cannot participate fully in the program.
- * To notify the supervising teacher prior to absences or vacations during the school year.
- * Provide a physical exam report within a month after the first day of school.
- * To provide the child with appropriate clothing for daily indoor and outdoor play and an extra pair of clothes.
- * Complete all necessary forms and pay fees as scheduled (within 30 days of the first day of the term).
- * For both mothers and fathers to be interested in their child's education by participating in the parent involvement program.

RESEARCH RESPONSIBILITIES:

- * To cooperate with the research efforts sponsored by the university, by participating in projects concerned with family life, child development, and program development in early childhood education.
- * To read all research information handouts, and present any questions to project leaders.

Parents: _____

Date: _____